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After 8?

A Guide for Grade 8 Students and Their Parents

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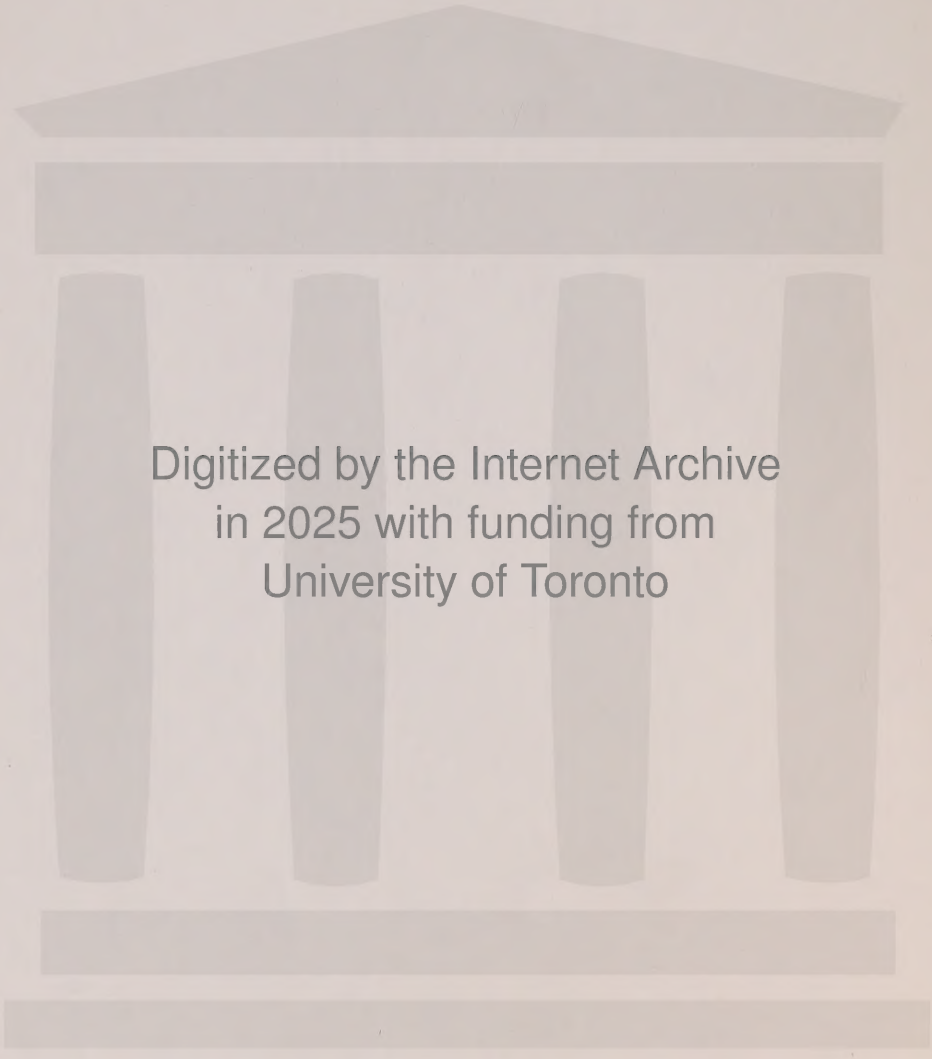
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After 8?

A Guide for Grade 8 Students and Their Parents

Note to Counsellors and Teachers

Included in this booklet are "activity" sections that can help students become more involved in career planning. The preliminary learning activity tests the student's general career-planning knowledge and acts as a motivator. A series of general questions and a "personal survey" at the end of the booklet supplement the information provided and help students clarify their tentative decisions and feelings about secondary and post-secondary education. These exercises also help pinpoint any unanswered questions. The student may wish to discuss this part with his or her counsellor and teachers.

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Ministry of Education
Ontario

Ministry of Colleges and Universities

Hon. Bette Stephenson, M.D., Minister
Dr. H. K. Fisher, Deputy Minister

WOMEN'S RESEARCH & RESOURCE CENTRE
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Student Activity: Test Your Career-Planning Knowledge

The following quiz is designed to help you assess your knowledge of career planning. Cover up the right-hand column while you read and think about the questions in the left-hand column. Then check the answers on the right.

Questions			Answers
A. Circle the answer you think is correct (T = True; F = False).			
1. People have the ability to do well in many different jobs if they set their minds to it.	T	F	1. True. Desire, ambition, and hard work help many people to achieve their goals. However, it should be noted that many jobs demand a mastery of specific skills that must be acquired, or physical attributes that must be possessed.
2. A person's job(s) may have a great influence on his or her way of life.	T	F	2. True. People's jobs may influence where they live, with whom they associate, and what they do for recreation.
3. There is only one "right job" for you in terms of your ability.	T	F	3. False. Your abilities may qualify you for several jobs which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your life, resulting in different preferences in work.
4. Most persons remain in the same job throughout their adult lives.	T	F	4. False. The average person will change jobs at least six times during his or her lifetime. Frequently a change in jobs will require new skills and/or a need for additional training. Planning in advance will certainly help.
5. Few women work outside of the home after marriage.	T	F	5. False. Many women continue to work after marriage; also, many return to the work force after child-rearing. Today, women make up approximately 50 per cent of the work force.
6. Apprentices are paid while they learn.	T	F	6. True. Apprentices are paid a percentage of current journeymen's wages, a reversal of the usual arrangement in which you pay for your own training.
7. Over two-thirds of all existing job openings require a university degree.	T	F	7. False. The employment trend presently indicates that only one-quarter of all job openings will require university training. You should consider your goals very carefully before undertaking a venture as long and expensive as going to a university. However, university may be just the right choice for you.
8. Entering an occupation is the only way you can learn whether you might like it.	T	F	8. False. There are a number of ways of determining whether you would like a particular occupation: reading articles and books on careers, talking with persons in the occupation, and actual "hands on" experiences are among them.
9. Women are now working at many jobs that were once held by men.	T	F	9. True. Women workers today have a much greater freedom of choice than in the past.
10. Grade 8 is too soon for students to think about tentative occupational choices.	T	F	10. False. It is wise for students to do some preliminary exploring of occupations. Investigating some of the occupations you have dreamed of doing might be a start. Just being aware of the many occupational choices available can be helpful.

B. For each of the following questions choose one *answer from (a), (b), or (c).*

11. What will the labour force probably be like ten years from now?

a) Most jobs will require four or more years of university.
b) There will be a greater percentage of jobs for unskilled workers.
c) There will be a greater percentage of jobs for those with technical skills acquired at and beyond high school.

11. c) The skill requirements for jobs are rising each year; as a result, your chances of success are far better if you have a needed vocational skill. However, this does not necessarily mean going to a university.

12. Which one of the following is the best way to begin career planning?

a) Look at what is available on the job market.
b) Decide what it is you consider most important in life.
c) Take tests to find out what you should do.

12. b) Determining your desires should be the starting point; the other steps mentioned will add direction to this.

13. If you are interested in so many occupations that you cannot make up your mind, you should first:

a) Try out as many jobs as you can.
b) Try one and, if you like it, stick with it.
c) Find out more about what each occupation is like.

13. c) While gaining practical experience by actually doing a job is a good idea, it is not always possible. Try to get as much information as you can by reading. Also, when in high school, it would be a good idea for you to make an inventory of your interests.

14. Which of the following is probably the best way for you to find out whether you would like the work of a carpenter?

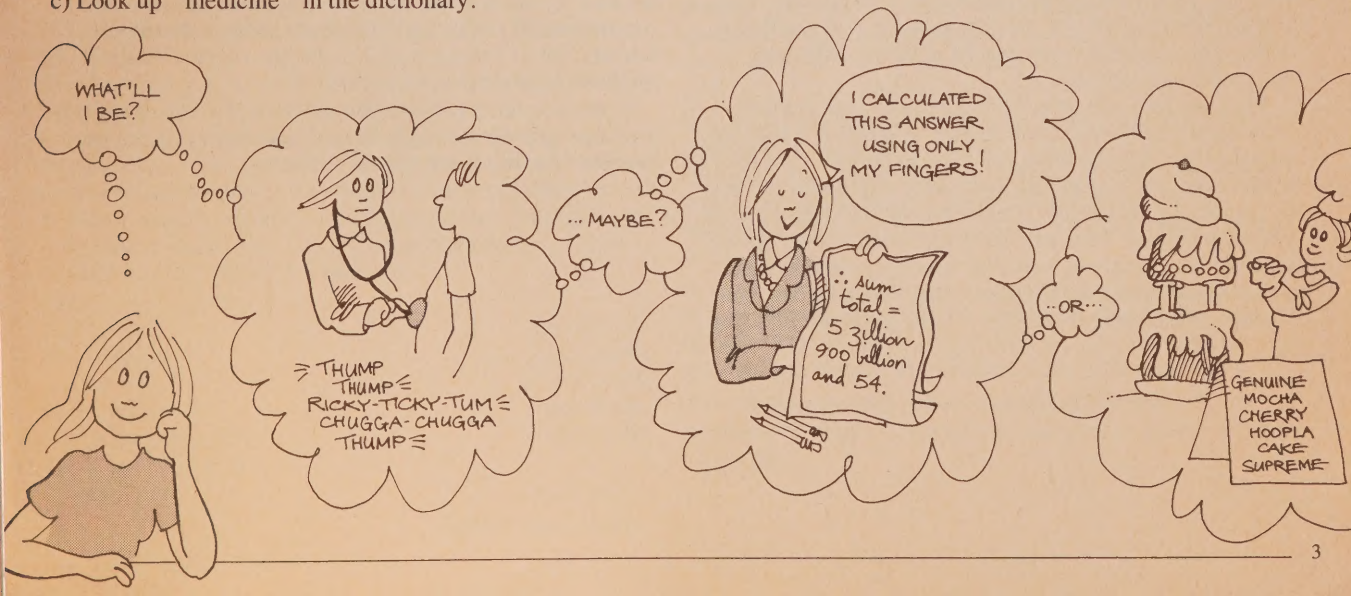
a) Ask a counsellor.
b) Talk to a building contractor.
c) Get "hands on" experience through high school co-operative education programs (where they are offered).

14. c) After narrowing the field down to one or two interests, you should try to arrange practical experience in one of these areas. A number of schools have co-operative work-experience programs that you should investigate. Summer employment in one of your areas of interest is also recommended.

15. You are interested in a medical career. Where would you get some preliminary information?

a) Read an almanac.
b) Talk to your doctor.
c) Look up "medicine" in the dictionary.

15. b) If you get a chance, talk to your doctor about the advantages and disadvantages of a medical career. When you are in secondary school, you will be able to get information on specific medical occupations.


WHAT'LL I BE?
THUMP THUMP RICKY-TICKY-TUM CHUGGA-CHUGGA THUMP
...MAYBE?
I CALCULATED THIS ANSWER USING ONLY MY FINGERS!
∴ sum total = 5 zillion 900 billion and 54.
...OR...
GENUINE MOCHA CHERRY HOOPLA CAKE SUPREME

Introduction

As a student in Grade 8, you are nearing the end of one part of your school life and you are just about ready to start another. In most areas of Ontario, you are entering secondary school. In all areas, you will be starting a new phase of education that is called the credit system.

Your first impression of the credit system may be that you have a lot of courses to choose from – and you may wonder how you can decide which ones are right for you. Once you start investigating the credit system, however, you will probably like it. You will soon see that this system allows you to find courses that are just right for you; because you are an individual, different from all the other individuals in your class, your program may not be exactly the same as everyone else's.

Making choices isn't going to be as hard as you may think. Admittedly, you and your parents are responsible for deciding what courses you will take; but you will be able to ask for advice – in fact you would be wise to do so. The principal and teachers in the school you are attending now can help you, and you will soon get to know the teachers, guidance counsellors, and principal in your new school. They can also offer you advice.

This booklet summarizes most of the information you need to know so that you can get a general idea of how to select the sort of program that would suit you best. Study it with your parents and then discuss it with teachers and the guidance counsellor at your elementary school. They can give you some suggestions about your potential as it shows up in your report cards and your Ontario School Record. (By the way, you and your parents can see your Ontario School Record on request.) You should also try to take into account other types of information about yourself. For example, you might make a list of what you read, draw, watch on television, or talk about with your friends. That will help show what you are like and give your teachers a wider range of ideas to use as a basis for advising you about course selection.

Your teachers and counsellor may also want to know what plans you have for your future. It is possible that you already know exactly what you want to do with your life. In that case, you should ask a guidance counsellor for help in finding out the entrance requirements for whatever field you have chosen. That will determine most of the courses you will need, but you would be wise to explore further, and consider taking some courses that will introduce you to new interests and skills. You will be glad later if you do this.

It is more probable, however, that you haven't quite decided what you want to do. In that case, you will find that secondary school – particularly Grades 9 and 10 – will give you an opportunity to explore new fields, to find out what you like and are good at – and perhaps also what you do not like. Remember that everything you learn adds to what you are as a person; don't be afraid of entering new fields of study.

You should not make hasty decisions; leave your options open. One way of closing yourself in is by dropping subjects that you might need for entry to a post-secondary institution. You can, of course, come back and pick up the extra course(s) later, but when you are older you might not like having to postpone the next step in your education while you do so.

You should, therefore, look at courses that will lead to a career, those that will give you a basis for personal interests, and, to some extent, those that will leave you free to make decisions later. There are, as well, some aspects of education that are necessary for living in our modern world. For example:

– Daily living requires a basic grasp of English, mathematics, and the sciences.
– French is becoming increasingly important in Canada.
– Physical fitness is important; in fact, if you are healthy and active, your academic work will benefit.
– Most people have more leisure now than they did a few years ago.

Your secondary school can provide courses that will help you develop in all of these areas.

In most cases, "your secondary school" will be the one nearest to you. In a few parts of the province, however, you may have some choice of schools. While you are still in Grade 8, ask your principal whether your area has any commercial or vocational schools or perhaps alternative schools. He or she can help you decide whether these might be of interest to you.

In all schools, however, you will have enough choice to plan a program that is right for you and that can help you become all that you are capable of being.

Today's Secondary Schools

The credit system allows you to choose a secondary school program that is just right for you and for your future. Because there is a lot of choice, you may be worried about choosing the right course. You will soon find, however, that the variety of courses available is for your benefit. Keep in mind what your goals are (e.g., to pursue a specific career or a particular interest, or simply to find out more about yourself) and ask advice. First of all, however, you should know something about the credit system and the kinds of programs that are available.

What Is a Credit?
One of the most frequently used words in secondary schools is *credit*. Usually one credit means that you have successfully completed a course for which at least 110 hours of class time have been scheduled. Although that sounds like a good many hours, you will find that it works out to about the time you would expect to spend on a course throughout an entire school year.

What Are Course Levels?
Most courses in secondary schools are taught at varying degrees of difficulty – that is, levels. Therefore a course may be available at one or more of the modified, basic, general, and advanced levels. A school generally does not offer all courses at all four levels. The secondary school you are planning to attend will have course descriptions for you; read these carefully to see what each level means. Sometimes, students overestimate their ability and select too many courses at too high a level. If you have progressed very well in certain subjects you may wish to take them at the advanced level; in other subjects you may want to enrol in a course at a lower level.

What Is the Secondary School Graduation Diploma (SSGD)?
The Secondary School Graduation Diploma (usually called the SSGD) is the diploma awarded to a student who has successfully earned at least twenty-seven credits in secondary school. Most students qualify for an SSGD in four years (to earn the Secondary School Honour Graduation Diploma usually requires an additional year). During these four years (Grades 9 to 12), a student must earn credits in certain required subjects. These are:

In Grades 9 and 10	
English	two credits
mathematics	two credits
science	one credit
Canadian history	one credit
Canadian geography	one credit
In Grades 11 and 12	
English	two credits
	Total = nine credits

Of the twenty-seven credits (including the nine required subjects), three must be earned in each of the following four areas of study:
– Communications
– Social and Environmental Studies
– Pure and Applied Sciences
– Arts

You should realize that the division of subjects among these four areas will differ from one school to another. For example, graphic arts might be listed under *Arts, Pure and Applied Sciences, Communications,* or all three; you should find out which subjects are available and how they are listed in your school.

Here is one way subjects may be listed (but it may not be the same as the division of subjects in your school):

Communications: data processing, drafting, English, French, German, shorthand. (Note that the four required credits in English more than fill the requirements for Communications credits; students may take additional subjects in the Communications group if they wish to do so.)

Social and Environmental Studies: family studies (home economics), geography, history, retail merchandising, urban studies, world religions. (Again, if Canadian history and Canadian geography are listed under this heading, required subjects provide two of the necessary three credits in this area.)

Pure and Applied Sciences: accounting, auto mechanics, data processing, horticulture, industrial arts, mathematics, science. (As before, credits earned for required subjects may be used to meet the total you need in this area).

Arts: family studies (home economics), floriculture, graphic arts, music, physical and health education, visual arts.

As the above sample shows, the division of subjects affects you in two ways. It will ensure some variety in your program (of which you may be very glad in later life) and, if you already know what career you want, it will also allow you to specialize in such areas as business education, language, mathematics and science, social studies, the arts, or technological education. Most students wait until Grades 11 and 12, that is until they are in the Senior Division, before they narrow their course choices down to a limited number of fields. Before you start to specialize, be very sure of what you want. Some variety in credits will allow you to change your mind.

What Is the Secondary School Honour Graduation Diploma (SSHGD)?
The Secondary School Honour Graduation Diploma – that is, Grade 13 – requires six credits taken at the Honour level. Most students take a total of five years to earn the SSGD and the SSHGD, but it is possible for some students to do so in less time under an accelerated program approved by the principal and their parents.

In any case, if you are planning to take Grade 13, you should begin to plan for it early in your secondary school career. First, you should take as many credits at the advanced level as you can if you are to do well in the Honour Graduation courses. Second, many post-secondary institutions require specific credits at this level: the SSHGD is awarded for any six credits, but care in selection is needed to ensure admission to post-secondary programs where specific credits are required. You would be wise to find out about these requirements so that you will not cut yourself off from a field of study that might interest you.

You will find some information about post-secondary education in this booklet and you can find out about post-secondary requirements from a guidance counsellor at the secondary school. There, the counsellor can help you check with the Student Guidance Information Service about entrance requirements. This service (usually called SGIS) will be of great help to you in secondary school. It is based on a computer and, by filling out a computer card, you can get answers both to specific questions such as "Where can I get training as a jewellery designer?" and to broader ones like "What does a machinist do?" There is a new service called Vocational Interest Search (VIS) which will be equally helpful once you have started secondary school. Ask your guidance counsellor about this service too.

There are also some publications that will help you. Most post-secondary institutions have course calendars, which you can see in the guidance office. One of the most widely circulated booklets of this kind is *Horizons,* which summarizes programs available at many Ontario post-secondary educational institutions.

What About Employment Right After Graduation?
Perhaps you are anxious to start working in a trade, business, or industry as soon as you finish secondary school. Even if you are absolutely sure of what you want, it is a good idea to leave some options open: that is, while you are in school, earn as many credits as you can. You can build on these later if you decide to improve your qualifications in the field you have entered or if you choose a different direction for your life altogether. Meanwhile, your secondary school course calendar will give you information about courses that provide you with marketable skills. They are listed under the heading of technological and business studies. The calendar may outline the opportunities that are open to those taking these programs; if you need more information, however, a teacher or guidance counsellor will be able to help.

Where Do Occupational Programs Lead?
Occupational programs – sometimes called vocational programs – lead to a Certificate of Training after one or more years of successful work. If you take an occupational program you may be interested to know that some apprenticeship programs require two years of secondary school, so that it is possible for you to take two years in an occupational program, qualify for a Certificate of Training, and then get a job as an apprentice mainly in the Services area. In this way, you can begin to earn wages while you are learning the basic skills of a trade. The courses in an occupational program allow you to earn credits so that it is possible for you to continue working for an SSGD through the occupational program or further programs in the school. Sometimes courses in the occupational program combine training in the school with experience in a real job. You will find more information about work-experience programs further on.

What Is Technological Education?
In secondary schools, technological education may qualify a student for post-secondary studies or for a technical vocation right after graduation. Some technological courses, however, give a broad view of a whole area so that students may make up their minds about further education or perhaps satisfy a general interest. You should also be aware that both general and specialized technological courses sometimes provide apprenticeship or modular training credits; this means that certain technological credits may count towards an apprenticeship if that is what you decide to do. You should ask your guidance counsellor about this. It is also a good idea to find out what particular technical skills are in demand in your own vicinity. Again, your guidance counsellor can probably tell you.

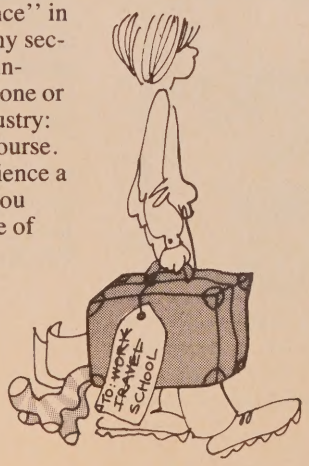
What Is Business Education?
Like technological education, business studies may lead to post-secondary education, to a job right after graduation, or to background that is useful in many careers or in just coping with everyday life. You will notice in your school course calendar that business courses vary considerably; this is because there are many kinds of jobs available in modern business and they require different kinds of training. The modern trend is for people to acquire a broad understanding of the business world as a whole, as well as to learn specific skills. This means that there are many interesting courses for you to investigate within the business education field. Many schools offer credit courses at the general and advanced levels in accounting, data processing, marketing, and secretarial studies. Other business studies courses are offered at the other levels. It is felt that some of these courses will benefit everyone.

What Is Work-Experience Training?
You have probably noticed the term "work experience" in this booklet. It is becoming an important part of many secondary school courses. If you enrol in a course that includes work experience, you would probably spend one or two weeks during the school year in business or industry: your job would be chosen for its relevance to your course. This arrangement gives you an opportunity to experience a job for yourself and to see first hand how the work you have been doing at school applies to a particular type of job.

What Is Co-operative Education?
The main difference between co-operative education and work experience is in the time spent outside the school. In a co-operative education course, a student may spend up to two-thirds of the course in related work outside the school. Outside experience varies considerably, and may consist of a job in industry, in a store, in a community social service, or in any number of other fields. In any case, because the experience, which may include a job, is carefully chosen for its relevance to the courses you are taking in school, it is generally considered to add enough knowledge to contribute to the earning of credits. Through co-operative education, students can acquire the skills and knowledge they need to succeed in a job, and can enrich their education by active participation in a program outside the school.

If I Leave School, Can I Come Back Again?
The answer to that question is "yes". While no one will advise you to leave school (and it is usually better not to), some people have done so and returned at a later date after time spent at work or in travel. Although it is sometimes difficult after an absence to fit into a regular schedule of classes, returning students often find that their time away has helped them to understand better the purpose of education, so that they return more interested and motivated than they would otherwise have been.

Attendance regulations now allow parents to apply for early school-leaving for children aged fourteen or fifteen. In such cases, students are required to carry on a program prescribed by the Early School-Leaving Committee. Further information is available from principals or guidance counsellors.



Alternatives and Variations

What Educational Possibilities Exist Outside the Regular Secondary School?
You and your parents should be aware that a number of alternatives to regular secondary school are available. Some of these alternatives are combined with regular programs, while others are substitutes. All provide recognized credit courses. While the following information may not be needed immediately, it may prove generally helpful in planning for the years ahead.

Correspondence Courses
Correspondence courses are provided free of charge by the Ministry of Education to eligible Ontario residents. Senior students attending a secondary school may enrol in such courses, with their principal's permission. These courses, which may be started at any time of the year, are ideal for persons who are able to work independently and want to learn at their own speed. Further information is available from:
Correspondence Education Branch
Ministry of Education/Ministry of Colleges and Universities
909 Yonge Street
Toronto, Ontario M4W 3G2
Telephone: (416) 965-2657

Night School
Night school is intended to provide adult students with opportunities for continuing their education. Day students who wish to add to or enrich their daytime program may enrol in night school under certain conditions.

These programs are not suitable for all students. The responsibility to learn and study is placed on the student, and there is less direct pressure to perform than there is in day school. It is assumed that the adult student is there because he or she wants to learn.

In addition to credit courses, many night schools offer attractive non-credit courses for personal interest or enrichment. Some secondary school students pursue hobbies through such courses. However, a student with a full day-school program should be cautious about assuming additional studies. Local school boards or secondary schools can provide further information.

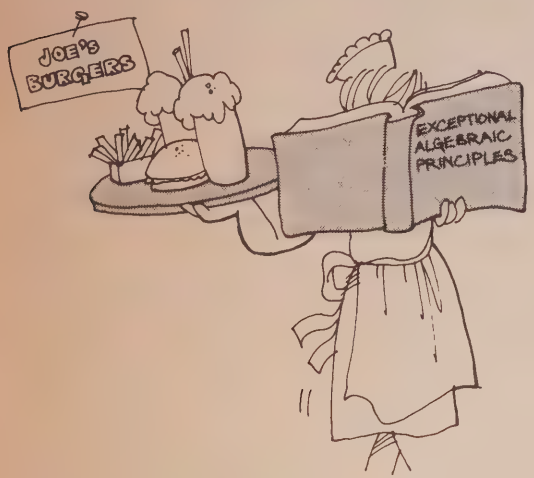
Summer School
Summer-school courses were originally set up to enable students to repeat subjects required for promotion to the next grade. These programs have now been expanded to include diploma-credit, personal-interest, and recreational courses. It is possible to accumulate credits at summer school in order to complete the requirements for the Ontario secondary school diplomas (Graduation or Honour Graduation). Some above-average students may wish to do so to accelerate their personal program. Ideally, summer study programs should be carefully discussed with school personnel. Local school boards or secondary schools can provide further information.

Private Schools
There are over 200 of these in Ontario. They are supported solely by student fees and financial endowments from private individuals and firms. Many offer programs leading to the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma. Any school intending to grant diploma credits has to request inspection by the Ministry of Education.

Some private schools are residential; others enrol day students only. In either case, the costs can be high, especially for residential schools.

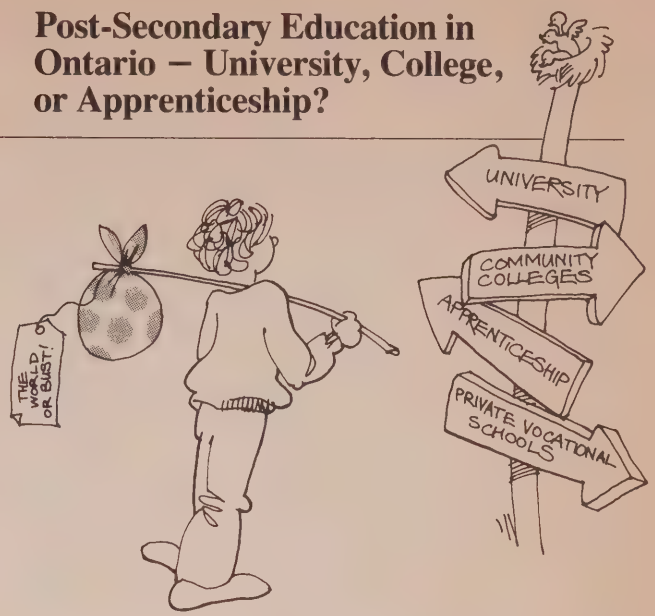
These schools vary in style and emphasis. Some stress strict discipline; others lean towards free expression. Sports, the creative arts, or religion may be emphasized to differing degrees, depending on the school. A list of private schools is available from:
Communication Services Branch
Ministry of Education/Ministry of Colleges and Universities
14th Floor, Mowat Block
Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

Can I Go to School Part Time and Work Part Time?
Again the answer is ''yes''. Naturally your education will take longer than it would under a regular program, but the credit system is flexible enough to allow for such alternative arrangements. Some students supplement this kind of program with courses taken at summer school or night school or by correspondence.



What About Credits for Older Students?
Credits are often granted to mature students in recognition of experience outside the school – jobs held or courses taken, for example. To qualify as a mature student, an adult must have been absent from school for at least one year. Further information is available from school boards and from the guidance offices of secondary schools. Copies of the government publication *Credit for the School of Hard Knocks* are available from the Communication Services Branch at the address given under ''Private Schools'', above.

Post-Secondary Education in Ontario – University, College, or Apprenticeship?



It may be some time before you decide definitely on what you will do after you leave secondary school. Nevertheless, you should keep the various possibilities in mind when you are selecting your high school courses. The following section will give you an overview of the choices available to you. It would be a good idea to go over this section with your parents and then perhaps talk to a teacher or guidance counsellor about it.

Ontario's universities, community colleges, private vocational schools, and many apprenticeship programs offer students a wide range of learning opportunities.

University education teaches students to develop their academic abilities, personal judgement, and self-discipline through independent research and study. Most undergraduate programs are not directly job-oriented. The Government of Ontario supports fifteen universities, as well as Ryerson Polytechnical Institute, the Ontario College of Art, and the Royal Military College of Canada.

The twenty-two colleges of applied arts and technology are designed to prepare young people for the work force. Business, industry, and government rely on the colleges as sources of qualified personnel.

Registered private vocational schools in Ontario are privately owned, profit-making organizations which offer a variety of programs and courses aimed at providing students with the skills and practical knowledge necessary for employment.

Apprenticeship programs are intended for those who wish to work in the skilled trades. Apprentices train on the job with an employer under the direction of qualified tradespeople, and are paid by the employer while learning. They also receive classroom instruction, usually at a college of applied arts and technology.

Ontario Universities

University	*Location*	*Full-time enrolment 1978-79*
Brock	St. Catharines	2 135
Carleton	Ottawa	7 324
Guelph	Guelph	8 647
Lakehead	Thunder Bay	2 581
Laurentian[1]	Sudbury	2 726
McMaster	Hamilton	8 880
Ottawa	Ottawa	9 885
Queen's	Kingston	9 376
Toronto[2]	Toronto	27 731
Trent	Peterborough	2 137
Waterloo	Waterloo	13 127
Western Ontario	London	14 906
Wilfrid Laurier[3]	Waterloo	3 011
Windsor	Windsor	5 553
York[4]	Toronto	10 499
Ontario College of Art	Toronto	1 227
Royal Military College	Kingston	666
Ryerson	Toronto	9 171

1. The University of Sudbury is a federated college within Laurentian University. Laurentian's affiliated colleges are: Algoma University College, Sault Ste. Marie; Nipissing University College, North Bay; and Collège universitaire de Hearst, Hearst.

2. The University of Toronto has two suburban campuses: Scarborough College and Erindale College.

3. Formerly Waterloo Lutheran University.

4. Glendon College is a bilingual college of York University.

Admission to University

For most universities a 60 per cent average in six Grade 13 credits is a minimum entrance requirement. Some Ontario universities also admit a few outstanding Grade 12 graduates each year. Students interested in an honours degree or in a program leading to a profession will need better-than-average marks.

Students cannot enter professional programs such as law, medicine, dentistry, teaching, and library science directly from secondary school. For these programs, related undergraduate study or an undergraduate degree is a basic requirement and there are usually many more applicants than there are places.

A preliminary year at university is an alternative to Grade 13 at a secondary school. It is open to highly qualified Grade 12 graduates who wish to complete one year of study in a university setting before starting the first year of a program.

Some universities admit students to certain programs in January as well as in September. This may be of special interest to students in a semestered secondary school.

The Cost of Attending University

Annual tuition fees range from about $820 to $900 in arts and sciences, $780 to $1032 in engineering, and $1000 (two terms) to $1500 (three terms) in medicine. Residence with meals, or board and lodging, now costs from $1400 to $2300 a year. The total cost of one year at a university is now between $2180 and $3800 or more.

For information on meeting the cost of post-secondary education, see "Financing an Education", page 13.

Ryerson Polytechnical Institute

Ryerson offers thirty-three day-school programs in the area of arts, applied arts, business, community services, and technology. The length of these programs varies between two and five years. Twenty-two of these programs lead to bachelor of applied arts, technology, or business management degrees, while the remainder lead to diplomas or certificates.

For admission to most of Ryerson's diploma and certificate programs, students require an Ontario Secondary School Graduation Diploma (Grade 12, twenty-seven credits) with certain specific prerequisites. Many of the degree programs require an Honour Graduation Diploma (Grade 13, thirty-three credits). The tuition for a two-term academic year at Ryerson is $590.

The Ontario College of Art (OCA)

OCA awards its graduates a diploma after four years of study. The OCA diploma is widely recognized in the design and commercial art worlds. An interview is required for admission to OCA. Applicants must have a Secondary School Graduation Diploma and are usually asked to submit samples of their artwork. The tuition for a two-term academic year at OCA is $610.

The Royal Military College of Canada

The Royal Military College of Canada educates and trains officer cadets and commissioned officers for a career of effective service in the Canadian forces.

There are two plans of admission for those desiring to be Royal Military College officer cadets: the Regular Officer Training Plan (ROTP) and the Reserve Entry Training Plan (RETP).

Under the ROTP, the full cost of attendance at the college is paid by the Department of National Defence; the entrant undertakes to serve at least four years after graduation in a regular component of the Canadian forces.

Under the RETP, the entrant pays a portion of the costs for tuition, room, and board, and is granted a commission in the Reserve Forces upon graduation. In addition, Reserve Entry cadets obtain summer employment with the Canadian forces, for which they are paid. The cost for a two-term academic year under the RETP is $1128. Admission requirements are outlined in *Horizons*.

Ontario Colleges of Applied Arts and Technology (CAATs)

Since 1965, twenty-two "community colleges" have been created in Ontario with more than ninety campuses in both large and small communities. Programs are offered in such areas as business, technology, applied arts, and health sciences. These colleges train students for jobs and have been successful in finding employment for their graduates in industry, business, and government.

This year, the CAATs have an enrolment of more than 85 000 full-time students in certificate and diploma programs, in addition to those in apprenticeship and various short-term programs. Yearly part-time registration in courses geared to the needs and interests of young people and adults in the local community has reached more than 200 000.

Admission to Colleges of Applied Arts and Technology

Admission to some full-time college diploma programs requires the Secondary School Graduation Diploma (twenty-seven credits), while others require the Secondary School Honour Graduation Diploma (thirty-three credits). For some programs, personal interviews may be required.

The Cost of Attending a Community College

The annual tuition fee is approximately $345 for two semesters, depending upon the program. The community colleges were planned to be within commuting distance of the main population centres. Therefore, little provision has been made for residence accommodation, although it is provided in some areas. Students who plan to live away from home while attending college should add the cost of board and lodging to their tuition fees.

Colleges of Applied Arts and Technology

College	*Main campus*	*Full-time enrolment 1978-79*
Algonquin	Ottawa	8605
Cambrian	Sudbury	2666
Canadore	North Bay	1640
Centennial	Scarborough (Metro Toronto)	4834
Conestoga	Kitchener	3668
Confederation	Thunder Bay	2118
Durham	Oshawa	1687
Fanshawe	London	6455
George Brown	Toronto	6739
Georgian	Barrie	2246
Humber	Etobicoke (Metro Toronto)	7827
Lambton	Sarnia	1216
Loyalist	Belleville	1620
Mohawk	Hamilton	5807
Niagara	Welland	3117
Northern	South Porcupine	1416
St. Clair	Windsor	4344
St. Lawrence	Kingston	3887
Sault	Sault Ste. Marie	1617
Seneca	North York (Metro Toronto)	6632
Sheridan	Oakville	4901
Sir Sandford Fleming	Peterborough	2642

What Is Apprenticeship?

Apprenticeship, still one of the most practical methods of learning, has a long and distinguished history. For example, a notable figure in Canadian history, Sir Sandford Fleming, apprenticed as an engineer and surveyor in Scotland and went on to become the principal architect of the Canadian Pacific Railway. He also designed the first Canadian postage stamp and brought order to the world's clocks with standard time.

Apprenticeship is open to both men and women. For example, more and more women are registering as apprentice hairstylists, cooks, industrial millwrights, motor vehicle mechanics, etc. For young men and women who want long-term jobs that are challenging, interesting, and rewarding, apprenticeship in the skilled trades may be the answer. Apprenticeship training is available in more than 300 construction, industrial, motive-power, and service trades.

In Ontario, industry, labour, and government work together to provide apprenticeship training for those wishing to pursue a career in the skilled trades. However, the initial task of finding an apprentice's position with an employer and registering with the Apprenticeship Branch of the Ministry of Education/Ministry of Colleges and Universities is still up to the individual student. An increasing number of employers and industries are insisting that apprentices have at least Grade 12 or twenty-seven credits, although it is still usual for most trades to admit applicants at sixteen years of age with Grade 10 or fourteen credits.

Apprenticeship involves a combination of classroom instruction, usually at a community college, with on-the-job training by a qualified tradesperson. The apprentice is paid by the employer during the training period.

Depending on the trade, the apprenticeship period lasts between two and five years. Students who hold certain technical and/or academic credits from secondary school or college beyond the entry requirements of the individual trades may be exempted from some of the in-school portion of the apprenticeship training.

Upon successful completion of the training period, an apprentice is eligible to receive a Certificate of Apprenticeship and, depending on the trade, a Certificate of Qualification. In some trades, the apprentice must pass a final examination to qualify. Apprentices in certain trades who get an examination mark of 70 per cent or higher are allowed to practise their trade anywhere in Canada without further examination.

For your free copy of *Apprenticeship and You*, which outlines some of the more popular trades, contact the Ministry of Education/Ministry of Colleges and Universities at the address and telephone number given on page 14.

Registered Private Vocational Schools

Many private vocational or trade schools offer a variety of skill-training courses, which may be taken either in-school or by correspondence. These schools, supported by students' fees, must be registered under the Private Vocational Schools Act, 1974.

The *Directory of Registered Private Vocational Schools* and a pamphlet entitled *What You Need to Know About Training Programs in Private Vocational Schools* can be obtained free of charge from the Ministry of Education/Ministry of Colleges and Universities at the address and telephone number given on page 14.

Specialized Programs Offered at Other Kinds of Post-Secondary Institutions Across the Province

In addition to the Ontario Agricultural College at the University of Guelph, Ontario has four colleges of agricultural technology.

– Centralia College is located just north of London and offers two-year diploma courses in agricultural business management, animal health technology, food service management, and community home economics.

– Kemptville College, 50 km south of Ottawa, offers post-secondary courses leading to diplomas in agriculture, food, and fashion.

– New Liskeard College is located about 160 km north of North Bay. A two-year diploma in agriculture is offered in the areas of farming technology, equine technology, and agricultural technology.

– Ridgetown College is midway between London and Windsor and 32 km from Chatham. It offers three two-year programs in agricultural production and management, agricultural laboratory technology, and agricultural business and commerce.

The Niagara Parks Commission School of Horticulture at Niagara Falls offers practical knowledge and training in general horticulture, including botany, arboriculture, floriculture, and landscape art.

The Canadian Memorial Chiropractic College, Toronto, offers a four-year program leading to graduation as a Doctor of Chiropractic. For admission, students must have one year of university with courses in biology, chemistry, and psychology.

The Toronto Institute of Medical Technology offers two-year programs in medical laboratory technology and in radiological technology. For entrance to the medical laboratory technology program, students need an Honour Graduation Diploma (Grade 13) with the appropriate science options. For the radiological technology program, students need a Graduation Diploma (Grade 12) with the appropriate science options.

Financing an Education

Other Training Programs
Students who wish to pursue a career in certain professions must contact the association or institute of their choice for information on admission requirements, fees, and programs. These professional associations include:
– the Association of Ontario Land Surveyors;
– the Canadian Institute of Traffic and Transportation;
– the Certified General Accountants' Association of Ontario;
– the Institute of Canadian Bankers;
– the Institute of Chartered Accountants of Ontario;
– the Institute of Chartered Secretaries and Administrators;
– the Life Underwriters' Association of Canada;
– the Real Estate Institute of Canada;
– the Society of Management Accountants of Ontario.

A specialized form of training is provided by the Ministry of Transport Air Services School in Ottawa. It prepares trainees for such aviation careers as air-traffic controller, meteorologist, and radio operator. Flight attendants, including stewards and stewardesses, are usually trained by the major airlines.

The Canadian government is actively involved in personnel training in many areas such as national defence and the Canadian Coast Guard's Officers' Cadet Training under the Ministry of Transport. More information about careers in the armed forces or the Canadian Coast Guard may be obtained from the nearest recruiting office of the Canadian armed forces.

Is Financial Assistance Available to Help Students Complete High School?
Some school boards provide modest assistance to high school students whose families are in financial need. Many companies, service clubs, veterans' groups, and other organizations offer awards or bursaries for students. Information on such awards is available from secondary school guidance counsellors.

How Do Students Meet the Costs of Post-Secondary Education?
Financing an education after secondary school can pose a real problem for many students. Some students get help from parents; some work part time; some get loans and grants from the provincial government. Most students use summer-job savings to help pay their way or to supplement other assistance. Secondary school students planning to attend college or university are well advised to start saving a few years ahead of time.

For students going on to post-secondary education, possible sources of financial assistance include:
– *Ontario Student Assistance Program (OSAP)* This program is intended to help students who need financial assistance to further their education. Academic excellence is not a primary qualification. An evaluation of family financial circumstances is necessary in order to decide who qualifies for assistance and the amount of the award. OSAP is composed of four plans. Students may apply for a grant, which does not usually have to be paid back, from the Ontario Study Grant Plan, and for additional loans through the Canada Student Loans Plan or the Ontario Student Loans Plan. Repayment of the loans, with interest, does not begin until six months after the student graduates or drops out. Particularly needy part-time students may apply for non-repayable bursaries from the Ontario Special Bursary Plan;
– *scholarships* Outstanding students are eligible for scholarships, which are based primarily on academic achievement. Financial need is not normally a factor. The Student Awards Office at a post-secondary institution can provide information on available scholarships.

Further Information About Post-Secondary Education

Can Students Combine Work and School?
Many students are now alternating periods of work with periods of school. Many post-secondary students get summer jobs. Some work part time during the academic year. Some alternate work and study periods in co-operative programs. Institutions offering co-operative programs include the University of Waterloo, Fanshawe College in London, and Mohawk College in Hamilton. Co-operative programs provide an opportunity for the student to mature and get job experience through alternating periods of study and work.

There are various arrangements to help the student who wishes to alternate work and study. For instance, the University of Guelph has a trimester system with entry in September, January, and April. Carleton University, the University of Waterloo, and York University also admit students in January as well as September.

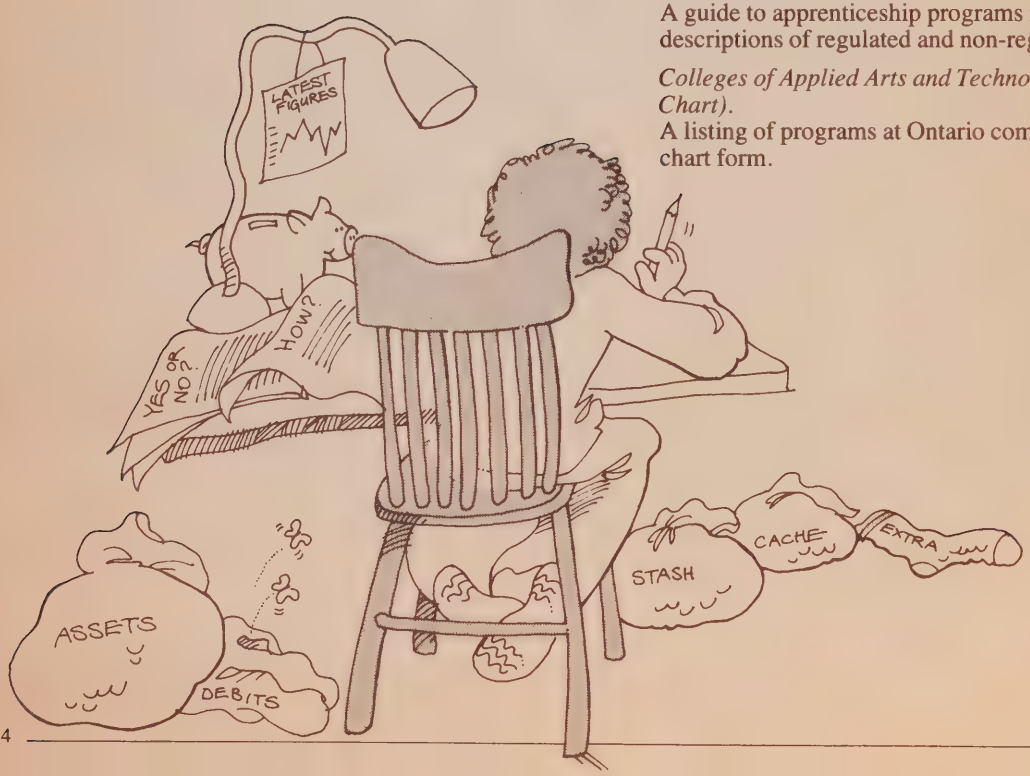
Parents and students should consult principals and guidance counsellors for further information and advice. Helpful publications include the calendars of individual post-secondary institutions and the publications listed in the section that follows.

For free copies of *Horizons* (a guide to post-secondary education in Ontario), *Apprenticeship and You,* and the registered private vocational school publications, contact:
Communication Services Branch
Ministry of Education/Ministry of Colleges and Universities
14th Floor, Mowat Block
Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

Selected Reference Publications
The publications listed below are available free from:
Communication Services Branch
Ministry of Education/Ministry of Colleges and Universities
14th Floor, Mowat Block
Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-6407

Apprenticeship and You.
A guide to apprenticeship programs in Ontario. Contains descriptions of regulated and non-regulated trades.

Colleges of Applied Arts and Technology Programs (CAAT Chart).
A listing of programs at Ontario community colleges in chart form.



Directory of Registered Private Vocational Schools.
A partial list of courses offered by registered private vocational or trade schools in Ontario.

Financial Assistance for Students, 1979-80.
A bilingual folder outlining the grants, loans, bursaries, fellowships, and scholarships available for Ontario post-secondary students.

Horizons.
A guide to post-secondary education in Ontario including admission requirements, fees, and courses offered, etc. (Also available in French, entitled *Tour d' horizon.)*

Regional Schools for Nursing Assistants.
A pamphlet describing the duties of a registered nursing assistant as well as the admission requirements and selection procedures for those who wish to enter the program in Ontario.

What You Need to Know About Training Programs in Private Vocational Schools.
Contains basic information on private vocational schools in Ontario and a list of points to consider before enrolment.

Some of the following publications will be available in secondary school guidance offices and public libraries, and at college and university admissions offices and libraries. Specific sources are listed below.

Accredited Institutions of Higher Education. $9.50.
An annual listing of accredited colleges and universities in the United States. Available from:
American Council on Education
One Dupont Circle
Washington, D. C., 20036
U.S.A.

American Universities and Colleges. $42.00.
A descriptive directory of 1441 educational institutions and accredited professional schools in thirty-seven fields.
Available from:
American Council on Education
One Dupont Circle
Washington, D. C., 20036
U.S.A.

Career Selector. Free.
Contains data on over 100 careers (the nature of the work involved, training, qualifications, remuneration, etc.).
Available from:
Women's Bureau
Ministry of Labour
400 University Avenue
Toronto, Ontario M7A 1T7

Careers Canada. $1.00.
A series of booklets designed to help students in search of a career. Available from:
Occupational and Career Analysis and Development Branch
Canada Employment and Immigration Commission
Ottawa, Ontario K1A 0J9

Careers in Canada: A Bibliography. Individual publications cost $7.00 each; the complete set of nine costs $45.00.
A comprehensive list of Canadian career materials.
Available from:
Guidance Centre
Faculty of Education
University of Toronto
1000 Yonge Street
Toronto, Ontario M4W 2K8

Careers Ontario. Free.
A series of leaflets providing information on approximately 650 careers in Ontario. Available from your secondary school guidance counsellor.

Careers Updated. $1.50.
Contains career information covering seventeen categories, including business and public service. Available from:
Ontario Educational Research Council
6th Floor, 1260 Bay Street
Toronto, Ontario M5R 2B1

Directory of Canadian Community Colleges. Free.
Available from:
Association of Canadian Community Colleges
Suite 203, 211 Consumers Rd.
Willowdale, Ontario M2J 4B8

Directory of Canadian Universities. $6.00 (prepaid).
Contains basic information on seventy Canadian universities and their affiliated colleges; a listing of research institutes; a comprehensive table of university programs.
Available from:
The Association of Universities and Colleges of Canada
151 Slater Street
Ottawa, Ontario K1P 5N1

Higher Education in the United Kingdom. $8.15.
A handbook for students from overseas and their advisors. Available from:
Academic Press Canada Limited
55 Barber Greene Road
Don Mills, Ontario M3C 2A1

Occupational Information Monographs and Checklist.
The checklist of leaflets on some 200 careers is free.
Individual leaflets each $0.75; complete set $70.00.
Available from:
Guidance Centre
Faculty of Education
University of Toronto
1000 Yonge Street
Toronto, Ontario M4W 2K8

Peterson's Annual Guide to Undergraduate Study.
$12.00 (prepaid).
Contains complete information on universities in Canada and the U. S. including charts of programs, financial aid, and entrance requirements. Available from:
Book Order Department
Peterson's Guides
228 Alexander St.
Princeton, N. J., 08540
U.S.A.

Student Guidance Information Service (SGIS).
Career information is available for reference purposes in all secondary schools and Grades 9 and 10 of the separate schools. Available through your guidance counsellor.

Study Abroad. $12.00.
Contains information about international scholarships and courses. A directory of study opportunities at the university level throughout the world. Available from:
Renouf Publishing Co. (Ontario) Ltd.
211 Yonge Street
Toronto, Ontario M5B 1M4

Student Activities

Facts and Figures
1. A credit is earned when a student successfully completes a course for which a minimum of _____ hours has been scheduled.
2. In order to gain an SSGD, a student must successfully complete a minimum of _____ credits.
3. _____ credits must be in each of the four areas of study.
4. The four areas of study are:

_____

_____

_____

_____

5. In order to get the SSHGD, a student must earn a minimum of _____ Grade 13 credits.

Looking Ahead
1. List five occupations that may be in demand when you leave school.
2. What are some of the new developments that may take place in the years ahead that will provide new or different occupations?
3. What are some developments in Canada and the world that are taking place *now* that may affect your career planning?
4. Is it reasonable to ask a student in Grade 8 to plan his or her future?
5. How can a parent assist a student in Grade 8 to plan his or her future?

What Do You Think?
1. What are some important clues that can be used to help you decide about careers and courses?
2. Should you listen to your friends' advice when choosing your courses?
3. If you had a choice, would it be better to attend a semestered school or a non-semestered one?
4. In your opinion, which of these occupations is more helpful to society?
a) a telephone operator *or* a sanitary engineer?
b) a police officer *or* a veterinarian?
c) a farmer *or* a hockey player?
d) a nurse *or* a teacher?
e) a stockbroker *or* a flight attendant?

What Should These Students Do?

Esther has always loved horseback riding and participating in shows. She would like to enrol in the equine studies course at a community college. Her parents feel that the course is too limited, and want her to go to university instead.

Michael is having difficulty with academic subjects, although he tries very hard to succeed. He is losing interest in school and may quit after Grade 9 or 10. He has an after-school job in a greenhouse and enjoys working with all types of plants.

Jeannette has always wanted to be a teacher, but she is concerned about her chances of getting a job when she completes her training. There are so many articles in the newspapers about the surplus of teachers and the declining enrolment of students.

Ben is rather frightened about going to a large secondary school next year from a small elementary school. His first visit to the school seemed to confirm his fears about the size of the institution and the impersonal atmosphere.

Stephanie has always enjoyed working with her dad when he did tune-ups on his car. She has been fascinated with cars since she was young, and now would like to enrol in some auto shop courses at high school. Her mother and girl friends make fun of her choice, saying that it is a boy's course.

Joe enjoys a number of hobbies such as model railroading and model plane building. He hopes to have his own business selling hobby supplies in the future, and wonders what courses he would be advised to take – both in high school and beyond.

Debate: Get the facts – Gather Your Wits – Take a Stand

1. *Resolved* that a student should receive enough skill training in high school to enable him or her to get a job (even if the student is planning post-secondary education).
2. *Resolved* that girls and boys who have the proper training should be able to enter any occupation, even ones that have been traditionally associated only with males or only with females (e.g., plumber, bulldozer operator, dietician, etc.).
3. *Resolved* that students should select a foreign language as part of their high school programs.

You're on Your Own

1. Write out questions you would like to ask SGIS when you get to Grade 9.
2. Read a book from the library related to one of your career interests.
3. Interview a worker (parent, relative, neighbour). Here are some questions that you may want to ask:
   – How did you happen to choose your occupation?
   – What training do you have?
   – What do you enjoy most about your job?
   – What particular skills are needed?
   – Does your job involve heavy or light work? Is it mainly indoor or outdoor work? Are the conditions dirty or clean?
   – Did you plan to enter your particular work, or was it just a chance happening?
   – If you had the chance to choose an occupation again, would you do anything differently?
   – What advice would you give a young person about planning a career?

Personal Survey

(Student's name)

Tentative subject choices for Grade 9:

Subject	Code	Subject	Code
(e.g.) English	141		

Occupations or occupational areas that I would like to investigate through SGIS when I am in secondary school:

(e.g.) Medical Careers

Questions that I would like to ask the secondary school counsellor:

How I feel about going to secondary school:

Notes

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